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ABSTRACT

Based on the concept that career education can offer special meaning and motivation to each specialty within teacher education institutions, this handbook is designed for use by teacher educators from varied disciplines. Suggestions are provided for helping prospective teachers develop a personal philosophy of career education. Pre-service teacher objectives are listed and the section, "Implementation of Career Education in the College and University," includes career education concepts to be taught to teacher education students. The concepts can be used in a separate course of study or infused into existing courses. An outline is presented for infusing a career education unit into a Special Methods Course or a Philosophy of Education Course. Additional suggestions are provided for making career education a part of the education sequence of courses. A "Teacher Career Education Course Outline" is included in the handbook along with a list of learning resources. The concluding section on implementing career education in the classroom includes activities which illustrate how career education concepts are infused into various subject areas. (HP)

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Career Development Intensified Teacher Training Workshop for North Dakota Teacher Educators

Handbook for Teacher Education

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STATE CAREER EDUCATION
DIRECTOR: GLENN DOLAN
COORDINATOR: G. DAVID MASSEY - (701) 224-2391

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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North Dakota State Board for Vocational Education
Carrol E. Burchinal
State Director
900 East Boulevard
Bismarck, North Dakota 58505

May, 1976

CE 009 522

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IMPLEMENTATION OF CAREER EDUCATION IN ELEMENTARY AND SECONDARY SCHOOLS

Statement of Purpose

It would be appropriate to say that career education is stronger now than it has ever been before. Career education seeks to make education a vehicle to awaken a person to the implications of work and seeks to make preparations for it a major goal for both the learner and the teacher. This is not to overlook other educational goals, but it should now take its place in importance because education as preparation for work has been neglected for so long. The career implications of subjects should represent a source of motivation that will apply to all of the students some of the time.

A call for educational reform cannot result in long-term effectiveness unless that reform is supported by teacher education institutions. The long-term effectiveness will be directly related to the extent that teacher educators change preservice programs to addressing the career education emphasis in American education. In taking account of the growing support nationwide that career education has received in a relatively short time; we can only conclude that career education represents a concept that should be considered by all teacher education institutions.

All persons, regardless of race, sex, handicap, or social and economic situation, will be seeking a role in the world of work. The American educational system, as it now is, is not structured to help all students move from formal education to a productive working life style.

Educators should be concerned about what students do with the education they receive. Teachers should be concerned with motivating students and preparing them with a knowledge of the impact of the world of work. It would seem vital that teacher education institutions assume leadership roles for placing career education in perspective with their individual locale, and student needs. A primary responsibility will be to keep teacher education leadership in proper perspective with local, state and national career education programs.

We feel that career education can offer special meaning and motivation to each specialty within the teacher education institutions. We can only hope that career education is a concept that is considered and brought to the attention of teacher educators. This is the goal of this publication and the philosophy of the career education movement in North Dakota.

Acknowledgements

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Of course, special thanks are deserved by the workshop participants themselves, for without their participation, this booklet and all it contains would not exist. A list of workshop participants and the institutions they represented is as follows:

John Geston
Assistant Superintendent for Curriculum & Career Education
Devils Lake Public Schools
Devils Lake, N.D.

Gerald Roth
Assistant Director in Elementary Education
Dept. of Public Instruction
State Capitol
Bismarck, N.D.

Gary Wegner
Doctoral Graduate Student
Center for Teaching & Learning
University of North Dakota
Grand Forks, N.D.

Lincoln Jerstad
Assistant Director
Teacher Corps
University of North Dakota
Grand Forks, N.D.

Dr. R. C. Gillund
President
Dickinson State College
Dickinson, N.D.

Darwin Wehlan
Assistant Professor of Education
Dickinson State College
Dickinson, N.D.

Dr. Jerry Norberg
Teacher - Education
Department of Education
Valley City State College
Valley City, N.D.

Dr. Lowell Thompson
Center for Teaching & Learning
University of North Dakota
Grand Forks, N.D.

Dr. Dale Atwood
Chairman, Division of Business & Office Education
Minot State College
Minot, N.D.

Dr. Warren G. Allen
Chairman, Department of Education
Minot State College
Minot, N.D.

Dr. Joel Davy
Assistant to President
Minot State College
Minot, N.D.

Casper Greff
Ass't Professor of Education
Mary College
Bismarck, N.D.

Travis Haakedahl
Associate Professor of Education
Dickinson State College
Dickinson, N.D.

Dr. Richard L. Davison
Associate Commissioner for Curriculum and Research
State Board of Higher Education
Bismarck, N.D.

Robert L. Lamp
State Supervisor of Vocational Guidance
State Board for Vocational Education
Bismarck, N.D.

Alan Kyle
Associate Professor of Education
Center for Teaching & Learning
University of North Dakota
Grand Forks, N.D.

Dr. Thomas Jensen
Chairman, Department of Education
Dickinson State College
Dickinson, N.D.

Dr. Dennis Kost
Chairman, Department of Education
Mayville State College
Mayville, N.D.

Dr. Larry Smiley
Assistant Professor of Education
University of North Dakota
Grand Forks, N.D.

Dr. Ralph Scheer
Counselor Education
North Dakota State University
Fargo, N.D.

Marjorie Gust
Graduate Student
North Dakota State University
Fargo, N.D.

Dr. Herb Johnson
Education & Psychology Department
Minot State College
Minct, N.D.

Dr. Robert Johnson
Chairman, Department of Education
Mary College
Bismarck, N.D.

Mike LaLonde & Jerry Tuchscherer
Career Education Specialists
State Board for Vocational Education
900 East Boulevard
Bismarck, N.D.

Introductory Statement

Career education as a recent and dynamic educational movement does to some extent defy definition. One could find as many definitions for career education as one could find different philosophies concerning career education

A Commonly accepted definition of career education states that: career education is an ongoing process of helping an individual to understand both himself and the world of work. It is a series of career development experiences integrated throughout the educational system, preschool to adult.

Teachers, educators, functioning in an academic setting have a responsibility to provide prospective teachers with both (1) the techniques and skills usually associated with the "teaching of career education" and (2) the conceptual base necessary to recognize the limits and potential of career education

Philosophy

The colleges and universities of North Dakota accept the responsibility for providing prospective teachers with an awareness and understanding of career education.

Career education, as a part of a teacher preparation program, should provide prospective teachers with a process for developing a personal philosophy of career education. This process should address significant issues or questions. Some of these questions might include:

1) To what extent is work a personal or satisfactory experience for most members of society and to what extent is it a depersonalizing or dehumanizing experience? To what extent should it be or must it be?

2) To what extent should career education be an open inquiry to the world of work and to what extent should it be (must it be) an indoctrination into society and into the established mores of society?

3) To what extent should students become work oriented as opposed to life oriented or oriented towards learning for a specific career goal or learning for learnings own sake?

4) To what extent is career education legitimately an experiential type of education and to what extent should it be more cognitive or effective.

5) To what extent is all work dignified? Is there a conflict between the dignity individuals have as opposed to an inate dignity in work?

6) To what extent does an early orientation toward career education deny children of a childhood?

7) To what extent can each teacher in each of the disciplines integrate career education into their curriculum and to what extent should they?

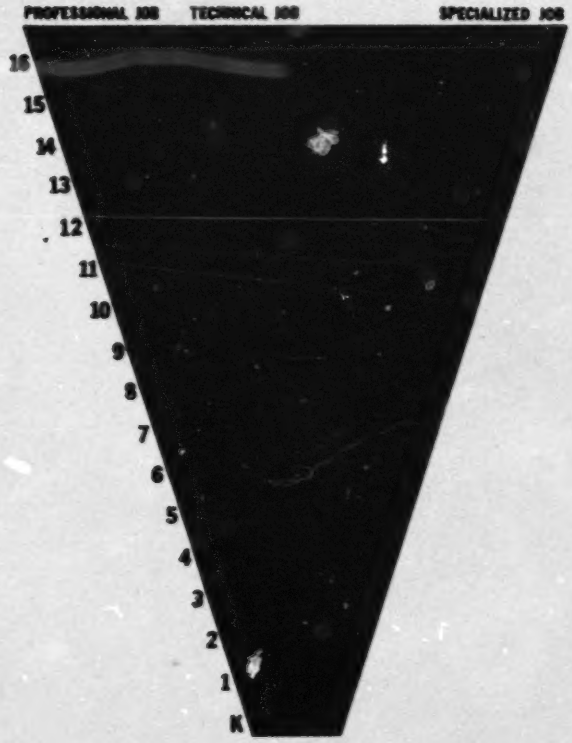
Statement of Need

Recent statistics from the U.S. Office of Education indicate that a significant number of persons in America are dissatisfied with their present occupations. It is incumbent upon schools, as the most encompassing institution of society, to expose pre-service teachers with an introduction, philosophy and objectives as they relate to career education. Through their teachers, students will gain an awareness and understanding of the world of work as the individual student comes to view and value it. Moreover, teachers do have an obligation to help students cope and adjust to changes in society.

Pre-Service Teacher Objectives

1) An opportunity to study the topics presented in the statement of philosophy.
2) Knowledge of process-oriented approach to career education .

3) Knowledge of available resources for career education.
4) Ability to integrate the concepts of career education within their respective disciplines.
5) Knowledge of the 15 USOE career clusters.
6) Understanding of societal and individual concepts of the work ethic.
7) To be sensitive to the varying life styles of individuals within a pluralistic society, regardless of race, sex, religion or economic conditions. Teachers also need to be able to help students realize their potential as well as limits.
8) To have a knowledge of the nine elements of career education (self awareness, career awareness, appreciations and attitudes, economic awareness, decision-making, skill awareness, employability skills, educational awareness and leisure time activities).
9) To be able to identify the career education topics or content which are appropriate to the particular age of students receiving instruction.



Career Education

Shown above are the progression levels of Career Development Education, K-12. Awareness, exploration and preparation constitute the three basic levels of concentration. Involvement of the home, the school and the community are necessary to bring about the development of the career concept. Career education activities correlated to the various grade levels will help the student progress toward an ultimate career choice.

Implementation of Career Education in the College and University

Several models, suggestions and outlines are in order when consideration is forwarded for the inclusion into higher education the topic of career education. For obvious reasons, a single mode of delivering the concept is unwise. Therefore, it behooves education to share ideas for implementation of such a concept as the broad one of career education into a pre-service teacher training program of studies.

There must exist the possibility for differing types of course formats. In some settings, separate courses of study become most plausible, whereas in other settings fusion with or inclusion into existing courses makes for optimum utilization.

Career Education Concepts to be Taught to Teacher Education Students:

I. **Self Awareness**
   A. Content:
      1. Sources relating to self-concept development
      2. Values clarification
      3. Individual skills possessed
      4. Attitudes of self
   B. Method:
      1. Simulation activities
      2. Games
      3. Resource reading
      4. ERIC
      5. Self-study packet, concept development exercises

II. **Career Awareness**
   A. Content:
      1. Kinds of careers
      2. Career preparation requirements
   B. Method:
      1. Films, brochures, handouts
      2. Resource persons, field trips
      3. Dictionary of Occupational Titles, Occupational Outlook Handbook.

III. **Appreciations, Attitudes**
   A. Content:
      1. Valuing
      2. Concept development
   B. Method:
      1. Simulations
      2. Games
      3. Small group exercises/discussions
      4. Attitudinal instruments

IV. **Economic Awareness**
   A. Content:
      1. Community resources
   B. Method:
      1. Compilation of resources
      2. Guests, field trips

V. **Decision Making**
   A. Content:
      1. Theoretical decision-making models
      2. Application of decision making

B. Method:
1. Games, activities
2. Case studies
3. Simulations
4. Scenarios

VI. **Skill Awareness**
A. Content:
1. Skill requirements
2. Limitations and expectations
B. Method:
1. Resource people
2. Field trips, films, reading

VII. **Employability Skills**
A. Content:
1. Information regarding employability
2. Ability to perform
B. Method:
1. Interviewing simulations
2. Resource persons

VIII. **Educational Awareness**
A. Content:
1. Career development model
2. Applications of model, i.e. Devils Lake, Bismarck
B. Method:
1. Materials developed
2. Resource people
3. Visitations

IX. **Leisure-Time Activity**
A. Content:
1. Definitions and Implications regarding leisure time
2. Use of leisure time
B. Method:
1. Literature
2. Resource persons
3. Bibliographies

The foregoing is not meant at all to be an exhaustive listing; rather it is merely a "scratching of the surface" of the myraid of contents and methodologies that can be put to work in the implementation of a concept of career education in the pre-service teacher training programs in our institutions of higher education. An expansion of EACH of the components is necessary within the perimeters of the several course offerings in each program of study if maximum exposure to the career education concept is to be realized. Since each separate course and each individual instructor possesses a unique style, that should be utilized in order to best deliver the most optimum instructional opportunity.

Infusion in the Methods Courses
Career Education Unit in Special Methods Course or Philosophy of Education—1-12 Lessons.

I. **Objectives**
A. The goals of the career education unit are:
1. To orient students to the concept of career education
2. To develop in students an understanding and appreciation of career education
3. To develop in students a knowledge of various alternatives and strategies for implementing career education
4. To provide students with opportunities for planning career education activities
5. To provide students with opportunities for learning about occupational sources and information

II. **Resources**
A. Planning Guide, State Board for Vocational Education
B. Bibliographies of career education material
C. Learning guides and activities packages
D. Teacher professional materials —hard and soft cover

III. **Instructional and Learning Methods**
A. Simulation
B. Case methods
C. Audio-visual—films, charts, transparencies, etc.
D. Lecture
E. Role-playing
F. Large and small group discussion
G. Value clarification devices

IV. **Unit Content**
A. Development of concept of career education
1. Philosophy, content, and need of career education
2. Role of career education in total educational structure
3. Present need of career education
4. Elements of career education
5. Model of career education for North Dakota
B. Clarification of Student Goals
1. Assignment—shadowing a worker
2. Assignment—development of career education activities
C. Orientation to Instructional and Learning Activities
1. Illustration of instructional guides
2. Illustration of curriculum guides
3. Orientation to sources on theory and philosophy of career education
4. Bibliographies of articles and reports in professional literature
D. Orientation to Occupational Information
1. Sources on careers
2. Sources on theories on occupational selection
3. Free materials on career selection

4. Utilization of guidance counselors

E. Development of Awareness
   1. Self-awareness
   2. Economic awareness
   3. Career awareness—cluster concept of occupations
   4. Educational awareness

F. Value Clarification
   1. Development of concept of an ethic
   2. Development of concept of success
   3. Educational values

G. Decision-Making
   1. Elements in career or occupational decision-making
   2. Community resources
   3. Parental involvement

H. The Development of the Work Ethic
   1. The changing work ethic
   2. Productivity and the standard of living
   3. Related sociological factors in our changing society

I. The Development of Instructional Materials—Report Back by Students
   1. Construction of the career education activity
   2. Utilization of other materials

J. The Utilization on the Use of Community, School and Industry
   1. Use of resource people
   2. Use of educational resource personnel
   3. Use of business resource personnel

K. Summary and Report
   1. Shadowing a worker

V. **Evaluation**
   A. Quiz on elements, activities, and implementation of career education

Special Note: Some of these content topics could be in a different order. With limiting time, an orientation to many of the topics would need to be made.

In the Education Sequence:

Philosophy of education—Dealing with the philosophy of career education (as described by the committee and fitted into the personality and pragmatic techniques of the instructor) (3 hours)

Methods—Dealing with the methodology of implementing the philosophy (7 hours)

1. Values clarification
2. Decision making
3. Unit (in discipline area)
   a. Role-playing
   b. Resource person to come in
   c. Field trip (spontaneous questioning)
   d. Integration of various subject areas
   e. Awareness of various occupations
   f. Hands-on activity

With a specific methods and materials course Career education has become a significant component of the pre-service preparation of social studies teachers. The following concepts from career education have been integrated into the social studies methods and materials course.

1. The concept of self-image—it is important that every individual have a positive self-image. Each individual has personal dignity and can be a productive member of society who can make worthwhile contributions to society.
2. Work ethic—each individual has the right to be gainfully employed in a field chosen by the individual in which he has the ability to perform the duties of that field in a competent manner.
3. Self-evaluation—recognition of personal traits and characteristics which identify the knowledge, skills, attitudes, strengths, and shortcomings of the "whole" individual.
4. Decision-making skills—each individual has to develop a process of decision-making which will enable the individual to make decisions based on sound self-evaluation and an objective analysis of the factors involved in the problem being decided and the selection of the best solution from the several alternative courses of action that could be followed.
5. Career exploration—students must understand that each career has a set of basic requirements that the individual must have or be able to acquire before he can enter that career field. He must be prepared to accept the formal and informal training involved in a chosen career field.

A graduate level course in Secondary Curriculum and Instruction which deals primarily with concept development rather than course-by-course content deals with a series of eight priorities, as espoused by Louise Bermen, **New Priorities in the Curriculum,** Merrill Publishing, 1968. Her priorities are: communicating, creating, decision-making, loving, knowing, valuing, patterning, and organizing.

A total fusion of concepts into learning precludes the ability to deal with abstract thinking and the accompanying application of concrete examples. Both priorities of Berman and career education concepts can be injected into that which is already included; such that exposure to the concepts are maximized in the teacher's learning efforts.

Examples that show vividly, each of the priorities, can easily be taught by simple materials that serve as simulations. For example, the use of a closed cabinet can easily become a brainstorming object for creating. Within a five minute period of time, a list of no less than 50 possible items can be identified as logically and/or plausibly being within that closed cabinet. An individual's creativity (or lack thereof) is the only limiting factor in this particular exercise.

In terms of communicating, for example, something as simple as two identical sets of boards can be put to use to show to several ob-

servers how two persons can communicate either effectively or ineffectively.

In the internalizing of the concepts of patterning or knowing, cannot a simple plant, a weed, be used as the impetus for students to make some identification. No two students will see the same characteristics of the plant, but each will see something and be able to "pattern" and to "know".

And so it goes . . .

But Career education rears its head—but it is not at all that different when speaking solely of concepts. Teachers in training can be exposed to examples of career education to the extent that the concept is made available and their awareness becomes the goal. With that awareness, the teacher can be expected to go forth and be able to adapt whatever necessary ingredients in order to assist students in elementary and secondary schools; to likewise become more aware of the topic referred to as career education.

Learning Resources For Career Education

I. **Professional Books and Documents**

Bailey, Larry J. **Facilitating Career Development: An Annotated Bibliography I.** Springfield, Illinois: Illinois State Board of Vocational Education and Rehabilitation; July 1970. (ED-042-217)

Bailey, Larry J. **Facilitating Career Development: An Annotated Bibliography II.** Carbondale, Illinois: Southern Illinois University; February 1974. (ED-092-674)

Begle, Elsie P. **Career Education: An Annotated Bibliography for Teachers and Curriculum Developers.** Palo Alto, California: American Institutes for Research; January 1973. (ED-073-297)

Herr, Edwin L. **Review and Synthesis of Foundations for Career Education.** Columbus, Ohio: Ohio State University; March 1972. (ED-059-402)

High, Sidney C., and Linda Hall. **Bibliography on Career Education.** Washington, D.C.: U.S. Office of Education; May 1973. (ED-079-554)

High, Sidney C., Nancy Rhett, and others. **Abstracts of Research and Development Projects in Career Education Supported Under Part C of the Vocational Education Amendments of 1968.** Washington, D.C.: U.S. Office of Education; June 1972. (ED-063-520)

High, Sidney C., Joyce Cook, and others. **Abstracts of Exemplary Projects Supported Under Part D of the Vocational Education Amendments of 1968.** Washington, D.C.: U.S. Office of Education; June 1973. (ED-099-518)

High, Sidney C., Joyce Cook, Nancy Rhett, and others. **Abstracts of Exemplary Projects Supported Under Part D of the Vocational Education Amendments of 1968.** Washington, D.C.: U.S. Office of Education; June 1974. (ED-099-523)

Indiana Career Resource Center. **Resources for Career Development.** South Bend, Indiana: Indiana University; 1972. (ED-075-637)

Lakeshore Technical Institute. **K-14 Career Education Multi-Media Catalogue.** Sheboygan, Wisconsin: Sheboygan Public Schools; 1972. (ED-075-639)

Moore, Allen B. **Abstracts of Instructional Materials for Career Education.** Columbus, Ohio: Ohio State University; 1972. (ED-068-627)

Moore, Allen B. **Abstracts of Instructional Materials for Career Education** (Supplement). Columbus, Ohio; Ohio State University; 1973. (ED-075-576)

Peat, Marwick, Mitchell and Co. **Instructional Materials for Career Education: A Search and Assessment for the Office of Education.** February 1974. (ED-090-441)

Peat, Marwick, Mitchell and Co. **Search and Assessment of Commercial Career Education Materials.** 1972 (ED-075-657)

Peterson, Maria. **Enrichment of Teacher and Counselor Competencies in Career Education, K-6: An Annotated Bibliography.** Charleston, Illinois: Eastern Illinois University; October 1972. (ED-073-287)

Reynolds, William E. **A National Annotated Bibliography of Curriculum Materials in Vocational and Career Education.** Springfield, Illinois: Illinois State Board of Vocational Education and Rehabilitation; 1974. (ED-090-442)

Division of Occupational Education Instruction. **Career Education Resource Materials.** Albany, New York: New York State Education Department; September 1973. (ED-095-282)

Palo Alto Educational Systems, Inc. **A First Step Toward Career Education: A Project to Identify, Compile, Catalogue, Analyze, and Assess Past and Present Career Education Efforts (Volume I, Volume II, Appendices).** January 1972. (ED-060-224)

Morgan, Robert L., Mollie Shook, and J.K. Dane. **An Anthology of 15 Career Education Programs.** Raleigh, N.C.: North Carolina State University; 1973. (ED-079-535)

Cook, Joyce. **Proceedings of the Coordinating Conference of State-Level and Local-Level Directors of Career Education Projects Funded Under Part D and Part C of Public Law 90-576.** Washington, D.C.: U.S. Office of Education; June 1973. (ED-099-679)

Peterson, Maria. **Enrichment of Teacher and Counselor Competencies in Career Education, K-6: Final Report.** Charleston, Illinois: Eastern Illinois University; June 1974 (ED-095-306 and ED-086-819)

Smoker, David. **Career Education: Current Trends in School Policies and Programs.** Arlington, Virginia: National School Public Relations Association; 1974. (ED-096-429)

Development Associates, Inc. **Handbook for the Evaluation of Career Education Programs.** Washington, D.C.: U.S. Office of Education; August 1974. (ED-099-682)

Olson, L.A. **A Study of Elementary and Secondary Career Education in Lincoln County.** Huntington, West Virginia: Marshall University; January 1974. (ED—099-553)

McKinney, Lorella A. **Personnel Development for Career Education: A Selected Annotated Bibliography.** Columbus, Ohio: Ohio State University; August 1973. (ED-098-446)

McKinney, Lorella A. **Implications of Career Education for University Personnel in Graduate Teacher Education.** Columbus, Ohio: Ohio State University; June 1974. (ED-098-445)

Newell, Terry. **Career Education: Programs and Progress; A Report on U.S. Office of Education Activities in Career Education in Fiscal Year 1973.** Washington, D.C.: U.S. Office of Education; April 1974. (ED-101-118)

Bell, T.H. **Career Education in 1974; A View From the Commissioner's Desk.** Washington, D.C.: U.S. Office of Education; October 1974. (ED-097-587)

Hoyt, Kenneth B. **An Introduction to Career Education: A Policy Paper of the U.S. Office of Education.** Washington, D.C.: U.S. Office of Education; November 1974. (ED-097 588)

Career Education: How To Do It; Creative Approaches by Local Practitioners. Washington, D.C.: U.S. Office of Education; October 1974. (ED-105-282)

Career Education: What It Is and Why We Need It; From leaders of Industry, Education, Labor, and the Professions. Washington, D.C.: Chamber of Commerce of the Unites States; 1975. (ED-105-254)

Reading and Career Education: Perspectives in Reading No. 19. Newark, Delaware: International Reading Association; 1975. (ED-105-435)

Career Education: Report of a Wingspread Conference Sponsored by National Urban Coalition and Racine Environment Committee. Racine, Wisconsin: Johnson Foundation; October, 1974. (ED-106-439)

Brickell, Henry M. and others. **Taxonomy and Profiles of Career Education** (4-volume set). Washington, D.C.: U.S. Office of Education; September 1974. (ED-106-516)

Frobose, Denise C. **Handbook of Career Information Resources.** Trenton, New Jersey: State Department of Education; November 1974. (ED-106-622)

II. **Professional Materials Produced by the State Office for Career Education.**

Career Education Classroom Activities K-12. State staff for Career Education; 1973: State Board for Vocational Education, 900 East Boulevard, Bismarck, North Dakota. 58505

Activities to be correlated with every grade level subject and subject area K-12.

Vocational Education-Career Education Activities 9-12. State staff for Career Education; 1974: State Board for Vocational Education, 900 East Boulevard, Bismarck, North Dakota. 58505.

Activities furthering career education concept in vocational subject areas.

Career Education — North Dakota's Exemplary Program. 1972: State Board for Vocational Education, 900 East Boulevard, Bismarck, North Dakota. 58505

Report on early career education activities in North Dakota

Career Education in North Dakota — Administrators Guide for Implementation. 1973: State Board for Vocational Education, 900 East Boulevard, Bismarck, North Dakota. 58505

How to start a career education program on the local district level.

III. **Audio Visual Resources**

Career Development—A Living Education. 1975: State Board for Vocational Education, 900 East Boulevard, Bismarck, North Dakota. 58505

20 minute sound slide presentation. Illustrates the career education concept and depicts it at work in North Dakota.

Daily Bread. Paulist Productions, Box 1057, Pacific Palisades, California. 90272.

Explores work ethic and personal attitude toward work.

Johnny Lingo. Brigham Young University, Treasurer's Office, D-148-A5B, Provo, Utah. 84602

Explores positive self-concept.

Yellow Summer. Iowa PTA Office, 412 Sharps Building, De Moines, Iowa. 50307

Positive self-concept.

Walls and Windows. Paulist Productions, Box 1057, Pacific Palisades, California. 90272

Values and attitudes.

Where Do We Go from Here? State Board for Vocational Education, 900 East Boulevard, Bismarck, North Dakota. 58505

Career Education concept film produced by the Rocky Mountain Federation of States.

Career Education. State Board for Vocational Education, 900 East Boulevard, Bismarck, North Dakota. 58505

Olympus Research Corporation, U.S. Commissioner Sidney Marland talks about and illustrates the career education concept.

Other 16mm films on career education are available from the Dickinson Instructional Media Center, Dickinson, North Dakota and the

North Dakota State University film library, Fargo, North Dakota. Contact these institutions for a catalog.

Also, a complete array of Vocational Guidance films is available from the Department of Public Instruction and the State Board for Vocational Education. Write either DPI or SBVE for a catalog.

Other Learning Resources

EPIE Career Education Set. (two volumes) New York, N.Y.: EPIE Institute, 1975.

This two-volume career education set was produced under a project sponsored by the National Institute of Education. Volume 1 is entitled: "How to Select and Evaluate Instructional Materials". Volume 2 is entitled: "Analyses of Seven Hundred Prescreened Materials". The two volume set can be purchased for $31.00 by writing to Educational Products Information Exchange, EPIE Institute, 463 West Street, New York, N.Y. 10014.

Career Education: Contributions to an Evolving Concept; A Collection of Papers by Kenneth B. Hoyt. Salt Lake City, Utah: Olympus Publishing Company; 1975.

This book of readings provides, in published form, a collection of 33 papers on career education written by Dr. Hoyt over a four-year period (March 1971 to March 1975). The 438-page book can be purchased for $8.95 by writing to Olympus Publishing Company, 937 East Ninth South, Salt Lake City, Utah. 84105

Sex Fairness in Career Guidance: A Learning Kit. Cambridge, Massachusetts: Abt Associates; 1975.

This learning kit was produced under a project sponsored by the National Institute of Education. The kit presents materials to aid in the elimination of sex-role stereotyping and sex-bias in the process of career choice. The kit includes a 265-page book, an audio-tape cassette, and supplementary materials. This learning kit can be purchased for $15.00 by writing to Abt Publications, 55 Wheeler Street, Cambridge, Massachusetts. 02138.

Bridging the Gap: A Study of Education-to-Work Linkages (set of three booklets). New York, New York: College Entrance Examination Board; June 1975.

This set of three booklets was prepared by the College Entrance Examination Board under a project sponsored by the National Institute of Education. The three booklets are entitled:

Bridging the Gap: A Study of Education-to-Work Linkages; Summary of Final Report of the State-Level Study in Career Education. (No. 221764, 14 pages)

Bridging the Gap: A Study of Education-to-Work Linkages; Final Report of the State-Level Study in Career Education. (No. 221762, 180 pages)

Bridging the Gap: A Selection of Education-to-Work Linkages; Supplemental Report of the State-Level Study in Career Education. (No. 221763, 68 pages)

The three booklets focus on the education-to-work transition, the barriers that make that transition difficult for many individuals, and the range of mechanisms that are or might be in place to link the worlds of education and work and thereby smooth the transition for individuals moving from one to the other. The set of three booklets can be purchased for $6.75 by writing to College Board Publication Orders, Box 2815, Princeton, New Jersey 08540.

Sex Stereotyping and Occupational Aspiration: An Annotated Bibliography (BB-29). Columbus, Ohio: Ohio State University; 1975.

This publication was prepared by the Center for Vocational Education of Ohio State University on the basis of a computer-assisted search of the ERIC System and the AIM/ARM System. The publication can be purchased for $3.00 by writing to Product Utilization Section, Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio. 43210

Women at Work. Raleigh, N.C.: North Carolina State University; 1974.

This publication was prepared by the Center for Occupational Education of North Carolina State University on the basis of a series of seminars/workshops sponsored by the U.S. Office of Education. The publication was compiled and edited by Mary L. Ellis. A single copy of this 165-page publication can be obtained free of charge by writing to the Director, Center for Occupational Education, North Carolina State University, P.O. Box 5096, Raleigh, N.C. 27607.

Teacher Career Education Course Outline

The following is a course outline in career education developed by Gary Wegner, Doctoral student, Center for Teaching & Learning, University of North Dakota. It is representative of instruction that integrates the career development concept into the existing curriculum of our schools.

I. Concept and Definition of Career Education
  A. Many titles to identify this concept
    1. career education
    2. career development
    3. world of work
  B. Definition has been shunned
    1. evolutionary reform is the best method
    2. teachers will do the changing
      a. not if told to do so
      b. must see value and relevancy
    3. definition will vary depending on who you are
    4. more useful are:
      a. description of what career education is intended to do
      b. what implications of or educational change it carries
      c. what goals it seeks to realize
    5. definitions are fine as long as developed by implementing career educators
      a. do have:
        (1) North Dakota definition "career education is an ongoing process of helping an individual to understand both himself and the world of work"
        (2) individual definitions (instructor supply his)
      b. general agreement
        (1) begins at earliest levels
        (2) for all students
        (3) program of orientation and information about world of work—a program should seek to establish a broad base of experience and exposure for students that will enable them to make decisions relating to the next step in their life education progression
        (4) exposure to occupational areas not specific occupations
        (5) offers experience to students in a real, actual hands-on manner not the traditional structure/environment
        (6) enhances academic learning by relating it to future needs—see reason, creates interest
        (7) career education is a total educational approach
    6. eight broad elements of the comprehension career education matrix (way of defining career education through expected student outcomes.)

II. Historical Development
  In an attempt to gain an idea as to the broadness and scope of career education, the historical context from which it has emerged should be examined.
  A. Gay Nineties and the manual training movement
    1. aim and function of manual training
      a. physical, mental, moral as aesthetic growth and cultivation of individual by means of handling material things
      b. there is and should be acquired a large body of practical knowledge
      c. now urged for all
      d. coupling it with academic subjects
      e. teacher should make the relationship between manual training and academics
    2. manual training's key elements are also found in career education
      a. comprehensively supported
      b. it was integrative in nature, scope and content
      c. developed self-awareness, career awareness, positive attitudes, acquisition of necessary skills needed in world of work
      d. physical integration of the vocational with the academic in same educational plant
      e. sought to achieve administrative integration within geographical area
      f. a kindergarten through college concept
      g. learning experiences for youth and adults
  B. In 1909 Frank W. Parsons wrote a significant book dealing with counseling entitled **Choosing a Vocation**
    1. three main steps in the selection of a vocation
      a. clear understanding of yourself, aptitude, abilities, interests, resources, limitations and other qualities
      b. knowledge of the requirements and conditions of success, advantages and disadvantages, compensations, opportunities
      c. true reasoning in the above two
    2. became known as actuarial or trait and factor approach to counseling
      a. square pegs in square holes
      b. actually an elementary (basic) approach but must recognize it was written sixty-six years ago
    3. Parsons believed that a thorough study of yourself is the foundation of a true plan of life
  C. Educators in the period from 1910 to 1919 advocated integration in the curriculum with respect to a vocation
    1. Lovejoy called for an entire curriculum with the meaning, history and the possibilities of a vocation
    2. Mead and Dewey pointed out that a democratic education required no separation of vocational training from academic training and that vocational training and vocational guidance were normally linked

together — advocated a unified system of education

D. Historical additions from the "Roaring Twenties", in particular George Edmund Myers and his comprehensive program of vocational guidance (six points)
   1. choosing an occupation
      a. based on reliable, significant and adequate information
      b. accumulate information about oneself and the occupational fields in the world of work
   2. providing try-out experiences
      a. experiences must be structured
      b. these test the fitness of the person for occupations in which he has a special interest
   3. evaluating experiences
      a. evaluation and interpretation
      b. evaluation based upon abilities
   4. planning and preparing for an occupation
   5. entering the chosen occupation
   6. readjusting after employment begins

NOTE: Myers seems to place an emphasis on the awareness steps

E. Contributions from the 1930's—National Youth Administration, an outgrowth of the Works Project Administration, set the following goals for the youths involved in their program
   1. to help the youth evaluate himself
   2. to help him make a vocational choice
   3. to help him plan his training program to achieve this choice
   4. to help him in the work
   5. to follow-up on the work assignment to insure good results for him

F. There was general agreement in the 1940's on the following points:
   1. secondary education failing in life adjustment for majority
   2. functional experiences needed
   3. supervised program of work experiences essential for high school students
   4. teachers need a broadened viewpoint and a genuine desire to serve all youth

G. James B. Conant, in **The American High School Today** (1959), advocated:
   1. overall learning experiences should result in a vocational goal being designated
   2. physical integration of vocational and academic programs in same building
   3. guidance and counseling services for elementary students (enhancing developmental process)
   4. removal of curriculum tracks
   5. counselors develop individual student programs based upon abilities and interests
   6. vocational and technical courses be eliminated or introduced as needs dictate

H. John Gardner (1960) stressed individuality that has a direct bearing on the development of the historical context from which career education has emerged
   1. fostering of individual development within a framework of rationale and moral values.
   2. accept as goal furtherance of individual growth and learning at every age
   3. desire to keep faith with our ideal of individual fulfillment

I. Kennedy Era (1960-1963)
   1. he called for education to be integrated or a total package of:
      a. general
      b. academic
      c. vocational
   2. desired an enlarged investment in the education of U.S. citizens
   3. viewed American education as the primary vehicle for solving problems of American society
   4. to J.F.K. education was a continuous life-long process
   5. President Kennedy's suggestions were contrary to earlier views of vocational education
      a. here the individual was to learn something

J. Boy Scouts of America, 4-H Clubs of America and Junior Achievement contributed to youth vocational and avocational exploration and development
   1. provide opportunities for exploration
   2. program age levels are appropriate
   3. program determined by personal interest and choice
   4. basic knowledge and skills developed through "real experiences"
   5. qualified occupational people present for supervision
   6. self-direction desired

For over seventy years the concept of career education has grown, expanded and become more clear. It is not a new idea but one which has its roots well implanted in the soil and structure of the U.S.

III. U.S. Office of Education Career Education Models. Four models for career education have been prepared by the U.S. Office of Education. Each model is receiving different degrees of support for research, development, and implementation. The four models are:

A. School-based model
   1. initially conceived to introduce, counsel, and instruct students in occupational education
   2. has been implemented in a variety of settings throughout the nation
   3. the general objectives are designed to develop within students:
      a. concept of self
      b. positive attitudes about work, school and society
      c. personal characteristics of self-respect, self-reliance and resourcefulness
      d. relationships between world of work and education

e. awareness of career options
f. ability to enter appropriate employment
4. the eight basic elements with their outcomes are characteristic of this model
5. at present receiving the greatest emphasis
6. most widely used model

B. Experienced based model
1. out of school alternative to career education
2. designed to:
a. provide relevant career skill development
b. provide appropriate relevant and related academic training
3. for thirteen to eighteen aged students
4. broaden base of community participation
5. employers responsible for total educational program

C. Residential model
1. institutional model
2. for unskilled persons living in rural areas
3. developed and tested in Montana
4. families are brought to the training site so that each family member can develop an appropriate career role through employment, study and home management

D. Home-community based model
1. primary targets:
a. eighteen to twenty-five years of age
b. women
2. to bring undereducated adults back into mainstream of formal education
3. comprehensive career-oriented program centered on individual learning problems.

IV. Criticisms of Career Education

A critical examination of the concept of career education creates a debate which in essence would help to clarify the concept. A genuine dialogue brings the essential characteristics to the surface. Career education has been negatively criticized in the following ways:

A. Described as being anti-intellectual
1. the middle class has dominated schooling for so long that reality has nearly vanished from many curriculums
a. career education can connect the abstract and concrete experiences
b. reality produces student interest
2. career education is a response to too much intellectualism
3. can actually enrich the quality of teaching and learning in the formal curriculum

B. Too fuzzy and ill-defined
1. term is descriptive
2. any one definition would have limited vigorous, creative and entertaining initiatives
3. primary responsibility for career education implementation rests with the state (each state to define it to suit purposes)

C. Minorities threatened with tracking
1. present school system does not take seriously the need to get a job
a. old system did not elevate the minorities
b. earning a living is what career education should do for them
2. career education asks that tracking be eliminated
3. students in elementary and secondary schools will finally see curriculum as relevant

D. Young children are not ready to decide about their careers
1. faculty perception
2. elementary school objectives:
a. career awareness not choice
b. knowledge of their own abilities and interests is of utmost importance

E. Career education is solely concerned with getting jobs and filling manpower needs
1. not a primary goal
2. desire student to be self-fulfilled, participating and contributing citizen

V. Experiential Activity

A course offered by any college or university, entitled career education, should include an experiential activity since career education advocates the addition of concreteness and reality to the curriculum. Preservice teachers should also have an opportunity for self-exploration with concrete experiences. One means of accomplishing this is for the teachers to write a "unit of work". By so doing they would be personally investigating an occupational area (for example, the building construction industry). In groups of two or three they would enter the community to experience an occupational area. The six elements are essential to the total investigation of an area.

A. Role playing
1. most meaningful and exciting phase
2. simulate work roles
3. several positive aspects:
a. stems from field trip (realistic model to copy)
b. academic skills can be pointed out
c. divide into groups for discussion
d. students apply their occupational knowledge in a social interaction situation
4. this point where students most closely identify with individuals in occupations
5. decision-making is included when role playing role is selected

B. Field trip
1. an important asset to the instructional program
a. gives meaning and interest to classroom activities
b. bridges the gap between real ex-

perience and relatively abstract thinking of the classroom
c. offers concrete experiences to students
2. at a particular occupational site, students observe:
a. duties performed
b. materials used
c. opportunity to ask questions (perceptions greatly enhanced via this method)
3. the field trip allows the students to interact with the individuals in the occupation and the in-class discussions and role playing allow them to try the occupation themselves

C. Resource persons
1. students select and invite
2. resource persons discuss their occupation with students
3. acquired from the local community
4. two selected for each "unit of work"

D. Hands-on-activity
1. activity where students learn while hammering, sawing and constructing
2. academic disciplines and vocational skills are integrated naturally in this situation
3. must build/construct something (post office, aircraft)
4. while working together the students are learning important facts about others, themselves and how they relate

E. All subject tie-in
1. academic subjects related to projects of students
2. students realize importance of being able to read, use mathematics, and understand science

F. Occupational awareness
1. students must be made aware of all the occupations that comprise the unit
2. each occupation is studied in relation to:
a. duties/responsibilities
b. training/education
c. salary
d. physical requirements
3. only by introducing the students to many occupations can their goal of occupational experiences be accomplished

IMPLEMENTATION OF CAREER EDUCATION IN ELEMENTARY AND SECONDARY SCHOOLS

In the foregoing, you have been exposed to a comprehensive background pertaining to the development, rationale, and philosophies of the Career Education Concept.

This background development then brings us to the question of "How do we do it in the classroom?" and "Why do we need Career Education in our schools?" How can career development be implemented in our local elementary and secondary schools?

A fundamental purpose of education is to prepare people to live a productive and rewarding life. For to many Americans our schools are failing in this essential mission.

In typical schools throughout the country young people complain that curriculums are dull and irrelevant, that their education is not opening pathways to a fulfilling adulthood. Substantial numbers of students score below their grade level in basic skills; high dropout rates, absenteeism, academic failure, drug abuse, vandalism, and assaults on administrators, teachers, and pupils signal their discontent.

It is a rare high school that equips all its students to make the choice upon graduation of entering the job market with a salable skill or of continuing their education. Too often the graduate has neither option, let alone the opportunity to select one or the other.

Nearly 2.5 million students leave the formal education system of the United States each year without adequate preparation for a career. In 1970, not counting enrollment in homemaking, only about one high school student in six was enrolled in occupational preparation. More persons are graduating from a 4-year college with a bachelor's degree than there are jobs for degree holders. By the end of this decade eight out of ten jobs in America will not require a baccalaureate degree.

In a modern society, formal education stands directly between a person and his ability to support himself and his family. If the quality or the appropriateness of any child's formal education is poor, what might have been a roadway to opportunity will remain a barrier. To fail to fulfill a responsibility in this respect means to render a large proportion of the future citizens of this country economically obsolete.

More appropriate curriculums must be developed, validated, and installed and they must be used more realistically if we are to meet the needs and desires of students and serve the purposes of society.

Career Education is an integral part of education. It is a concept that includes as its main thrust the preparation of all students for a successful life of work by increasing their options for occupational choice and attainment of job skills, and by enhancing learning achievement in all subject matter areas. Career Education is a series of growth experiences which begins in the home and continues at the pre-school and elementary, junior high and senior high, post-secondary and adult levels of education. Emphasis is placed on career awareness, orientation and exploration of the world of work, decision-making relative to additional education, preparation for employment, and understanding the interrelationship between a career and one's life style. It provides purposefully planned and meaningfully taught experiences which contribute to self-development as it relates to various career patterns. Career Education calls for a total effort of the home, school and community to help all individuals become familiar with the values of a work oriented society, to integrate these values in their lives in a way that work becomes useful, meaningful and satisfying.

Following the above material, which defines and sets the pace for Career Education, we can see how the following plan for implementation can be infused into the existing elementary and secondary curriculums.

A Plan For Implementation

The successful integration of career education into the school curriculum can emerge only from concrete efforts at implementation which must occur at two levels:

1. The policy level at which school boards, administrators, and legislators choose to emphasize Career Education.
2. The instructional level at which teachers and counselors must develop or be provided with instructional activities.

The first step in implementation is for the superintendent and Board of Education to identify career education as a priority. The principals, department chairmen, and faculty in local school systems must know that career education is a performance priority.

Extensive discussion and exchange of ideas in every classroom of the school system must emerge from the leadership activities of the central office staff.

Action Steps for Implementation:

Step 1 Organize a network of interested groups.

A. Public information program—to promote the concept, stimulate interest, and call for active participation by all community interests.
B. Select Advisory Committee—(1) parents (2) educators (all levels) (3) business and labor (4) public agencies and elected officials (5) service clubs and other groups. (May organize into Sub-Committees, Visitation Committees, Steering Committees, etc.)

Step 2 Gain an understanding and establish "policy statement."

A. Committee must have a "working grasp" of the components, the principle actions, and the program objectives.
B. Policy statements that give direction (similar to road map) should be developed by central office staff with assistance from the advisory committee.

Step 3 Study the current system to determine the changes necessary.

A. Self-study (questionnaires, etc.)
B. Evaluation should center around objectives.

Career Education will provide study groups an opportunity to engage in a re-examination of the purpose and function of many existing programs and courses.

Step 4 Conduct an inventory and organize community resources.

The actual marshaling of community resources is a continuous process, but in this step, the process begins by confirming the availability of those resources judged most appropriate for meeting program objectives. There is in every community a number of persons with valuable experience in many career fields. Service clubs and similar organizations represent another form of human resources.

Step 5 Design preliminary program.

A. Prepare instructional objectives.
B. Curriculum development activities.
C. In-Service teacher training.
D. Community interaction.
E. Experimental programs tried and evaluated.

Step 6 Implement the program.

Point at which actual classroom activity begins system wide.

A. Priority and objectives will have been established.
B. The concept will have been examined by school personnel and community resource persons. Experimental activities tried and evaluated on limited basis.
C. Evaluation of existing programs will have been initiated, resulting in recommendations.
D. Community resources will have been identified.
E. In-service training will have been completed.
F. Curriculum activities will be developed and available for sharing with all teachers.
G. Costs will have been determined and budgets established.

Step 7 Develop system for evaluation.

Step 8 Develop system for utilizing evaluation findings.

Step 9 Maintain program.

Selected activities are institutionalized.

Step 10 Activities for the Infusion of Career Education into the Existing Curriculum

We have included activities below to illustrate how the concepts of career education are infused into various subject areas.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive self-concepts

SPECIFIC BEHAVIORAL OBJECTIVE: Student will show his awareness of similarities and differences between classmates by listing three ways that he is like his neighbor and three ways that he is different.

SUGGESTED SUBJECT AREA: Language Arts

SUGGESTED GRADE LEVEL: 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Each child is given a peek into a box with a mirror and told that what they see is a very important thing to them.	1. Mirror	1. Mirror
2. Filmstrip	2. Show filmstrip as prelude to discussion of child as a person. This will also lead to discussion of backgrounds (family and experiences). Children should become aware of likes, dislikes, differences and likenesses.	2. Who Do You Think You Are? (filmstrip) Guidance Associates Pleasantville, New York 10570
3. Bulletin Board "Heads" may be put on handles and used in puppets activities.	3. Children draw faces of themselves using six-inch circle as basic face. Beneath the picture each child writes a brief biographical sketch (in a riddle form, from an instructor magazine). They add features and cut out. Board can be titled "Here We Are Back in School" if done at the beginning of school year which is the best time. These faces are placed on board with pencil about ten inches long made of construction paper and having child's name.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

SPECIFIC BEHAVIORAL OBJECTIVE: Following a discussion of commercial services and trade activities, each student will write a comprehensive essay comparing community size to community function.

SUGGESTED SUBJECT AREA: Geography

SUGGESTED GRADE LEVEL: Jr.-Sr. High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Analyze with students the affect the community size has on the functions of that community and how the size will definitely affect the variety and number of occupations in that community.	1. Discuss the commercial services and trade activities that one would encounter in different sized communities. Compare for example: McKenzie to Steele Steele to Linton Carrington to Jamestown Jamestown to Bismarck Bismarck to Fargo Fargo to Minneapolis 2. Find out how many parents have moved from another community because of their job. Have each student describe community moved from and job his parents hold.	Urban Report No. 2 of Upper Midwest Economic Study Business & Industrial Development 900 East Boulevard Bismarck, ND 58501 Parents

SUGGESTED CORRELATION FOR THIS ACTIVITY:

These are just sample activities. Complete collections of activities are available from the State Board for Vocational Education for various grades and subject areas upon request.

Included below are Career Education activities related to the basis of the Career Education Concept, the Elements of Career Education.

ELEMENTS OF CAREER EDUCATION		EXPECTED OUTCOMES OF CAREER EDUCATION
Self Awareness		Self-Identity
Career Awareness		Career Identity
Appreciations, Attitudes	Career Education In The School Home and Community	Self-Social Fulfillment
Economic Awareness		Economic Understanding
Decision-Making		Career Decision
Skill Awareness		Employment Skills
Employability Skills		Career Placement
Educational Awareness		Educational Identity

Throughout the Career Education Concept is woven the philosophy that school should be made relevant i.e., every subject should have meaning to the student, as a preparation for the future both on and off the job. The following activities are ways traditional school subjects can be made more meaningful.

Self Awareness

1. Have student keep a journal and write in it each day telling something good that happened to them and something good they did today. Use plenty of positive reinforcement each day to help build each child's self concept.

2. Have the class discuss some occupations that require special kinds of personality traits. What different traits are required for a teacher and a welder?

Career Awareness

1. Discuss information about the world of work.
   A. Jobs I do
      1. at home
      2. at school
   B. Jobs I know
      1. at home
      2. at school
   C. Workers that I know

2. Have students go through local yellow pages and newspapers to try and determine the number of different jobs available in their community. They may break them down to: white collar, blue collar, skilled, semi-skilled, professional. This can lead to discussion of jobs in the community. Many more things can be done with this, also.

Attitudes & Appreciations

1. Have students discuss what attitudes an employer may be looking for in a prospective employee.
   1. pride
   2. eagerness
   3. willing to produce for advancement

2. Discuss avenues of recreation students may be interested in when their work day or week is completed.
   1. hobbies
   2. recreational ideas

Economic Awareness

1. Ask the students to list five objects they would like to purchase. Send them to a store to price the items and determine their cost. Then ask them these questions: If you had a job paying the minimum wage, would you be able to purchase these objects? Would they be worth purchasing compared to the hours of work needed to obtain them?

2. Ask a loan agent from a bank to explain to the class the "pitfalls of using credit" or when to use credit and what it costs.

Decision Making

1. Have students go through process of buying a car. Show how math is used in determining which car, (new and used) model, salesmen to buy from, deciding the best buy for their money.

2. The use of picture cards. Name as many jobs as you can that begin with a certain letter, cross out the ones you do not like, then choose three you would like to work at and tell why you dislike or like the job.

Skill Awareness

1. Students will help work at a job and be exposed to all areas of the job if possible. Each student will demonstrate or show the class something that they have done with their skill.

2. Ask mothers skills needed to be a homemaker, which is one of the biggest and most important jobs.

Employability Skills

1. Have students write letters of application from the want ads of a local newspaper. Have other members of the class read these letters of application and decide who they would like to interview and possibly hire.

2. Proper way of interviewing:
   1. correct language usage
   2. promptness for interview appointment
   3. neat appearance

Educational Awareness

1. Have each student pick a certain number of jobs and find specific education for the career.

2. Find out how "required" high school courses relate to various careers.

Career Development Education then is a concept that is inherently basic to the educational process, as seen from the standpoint of relevancy. We hope that the various sections of this publication have served to introduce the reader to Career Development at a concept and as a reality that will permeate all of education.

Mike LaLonde & Jerry Tuchscherer
Career Education Specialists
State Board for Vocational Education
900 East Boulevard
Bismarck, ND 58505